R E P O R T R E S U M E S

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GOOD PRONUNCIATION (AND) DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIO-LINGUAL METHOD.

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THIS GUIDEBOOK WAS DEVELOPED TO ASSIST THE TEACHERS OF NON-ENGLISH SPEAKING YOUNGSTERS WITH THE INSTRUCTION OF ENGLISH. THE 1ST PART OF THE BOOK IS DIVIDED INTO 5 SECTIONS, COVERING INTONATION, PITCH, STRESS, JUNCTURE, AND THE 3 ESSENTIALS OF PRONUNCIATION. A BIBLIOGRAPHICAL REFERENCE SECTION IS ALSO INCLUDED IN THE 1ST PART. THE SECOND PORTION OF THIS GUIDEBOOK IS DEVOTED TO THE AUDIO-LINGUAL METHOD OF TEACHING ENGLISH AS A SECOND LANGUAGE. 59 LESSON PLANS ARE INCLUDED FOR USE WITH PRE-FIRST AND 1ST GRADE CHILDREN. THESE LESSON PLANS WERE DEVELOPED UNDER THE FOLLOWING ASSUMPTIONS--(1) THE MEXICAN-AMERICAN CHILD OR THE INDIAN CHILD WHO COMES TO SCHOOL WITH A COMMAND OF HIS NATIVE LANGUAGE WILL NOT BE ABLE TO UNDERSTAND OR COMMUNICATE WITH HIS TEACHER UNTIL HE HAS LEARNED SOME ENGLISH, (2) A CHILD'S LANGUAGE DEVELOPS THROUGH IMITATION, PRACTICE, RESPONSE, AND REINFORCEMENT THROUGH LISTENING, AND THE VOCABULARY DEVELOPS THROUGH USE OF THE LANGUAGE IN NATURAL STRUCTURAL AND INTONATIONAL PATTERNS, (3) SOUNDS SHOULD NOT BE TAUGHT ONLY IN ISOLATION, BUT SHOULD BE INCORPORATED INTO STRUCTURAL PATTERNS, PHRASES, EXPRESSIONS, AND THEIR COMBINATION, AND (4) ORAL REPETITION IS ESSENTIAL. (ES)

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1. GOOD PRONUNCIATION

By Mr. and Mrs. Paul Streiff,
Teachers

2. DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIO-LINGUAL METHOD

By Beatrice Estrada
Language Specialist

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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GOOD PRONUNCIATION

Mr. & Mrs. Paul Streiff, Teachers

I. THE THREE ESSENTIALS OF PRONUNCIATION:

1. The sounds of a language.
2. The intonation of a language.
3. The rhythm of a language.

II. INTONATION

"The pitch, stress, and juncture phonemes of English give our speech its characteristic "tune" or intonation, quite different from the tune of French, Spanish, German, or any other language. When we learn a foreign language, the hardest thing we have to do is to learn to keep these intonations contours out of our pronunciation of the other language. We may learn to make individual sounds quite exactly but be very difficult to understand; if we speak with the right tune, we can be understood in spite of mishandling of the segmental phonemes. Our tune is difficult for a foreigner to learn when he studies English. As long as he intrudes the pitch, strss, and juncture contours from his own language, he speaks with a "bad accent" and is hard to follow."

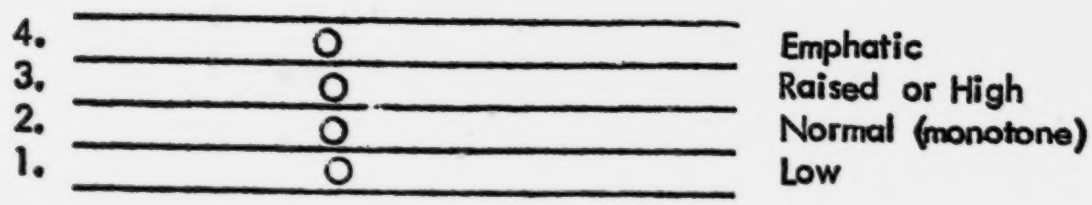
Lloyd and Warfel

III. PITCH

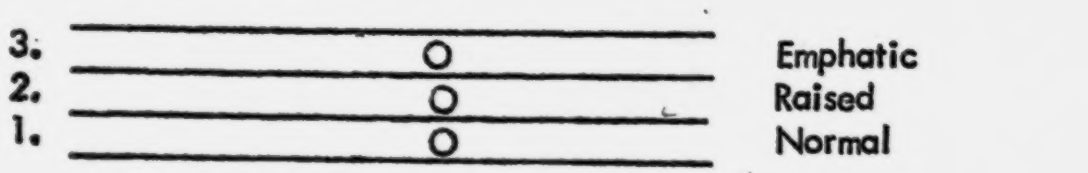
A. Pitch refers to the rise and fall of the voice in an utterance.

B. Generalizations

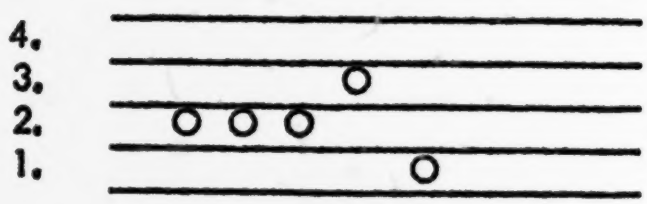
1. There are four distinctive levels of pitch in English.



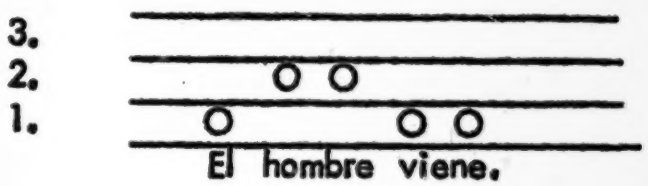
2. There are three levels of pitch in Spanish.



3. Contrasts in matter-of-fact statements:

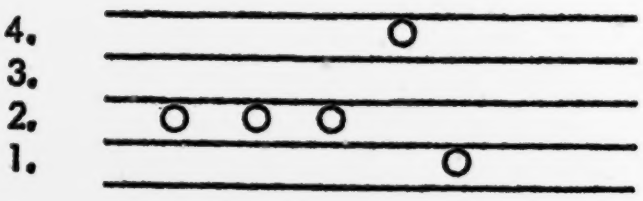


The man is coming.

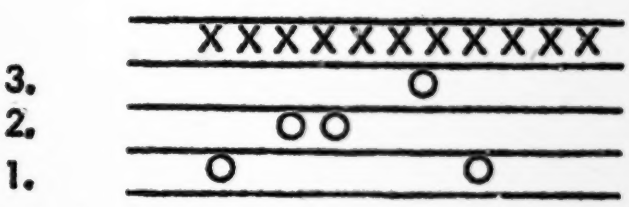


El hombre viene.

4. Contrasts in emphatic statements:



The man is coming!



¡El hombre viene!

5. When English-speaking learners carry their English patterns into Spanish, they frequently give the effect of exaggerated forcefulness or brusqueness to their utterances. Conversely, the absence of the fourth level of pitch makes the Spanish speaker sound detached or monotonous.

6. In English, changes in intonation mark changes in the situation. The Spanish speaker may <u>also</u> change the intonation but also the <u>structure</u> to mark situation changes.

English: He is going to New | York | today. → Matter-of-fact.

Spanish: Va | hoy a Nuevo | York. → Matter-of-fact.

English: He \ is going to New York today. → Not someone else.

Spanish: El | va a Nueva York hoy. → Not someone else.

English: He | is | going to New York today. → Although someone denied it.

Spanish: Si! | Va a Nueva York hoy. → Although someone denied it.

English: He is going to New York today. — He's on his way.

Spanish: Va a Nueva hoy. — He's on his way.

English: He is going to New York today. — Not coming from New York

Spanish: Va a Nueva York hoy. — Not coming from New York.

English: He is going to New York today. — Not tomorrow or yesterday.

Spanish Va hoy a Nueva York. — Not tomorrow or yesterday.

Va a Nueva York hoy. — Not tomorrow or yesterday.

7. Rise-and-fall pitch in English is commonly used in:

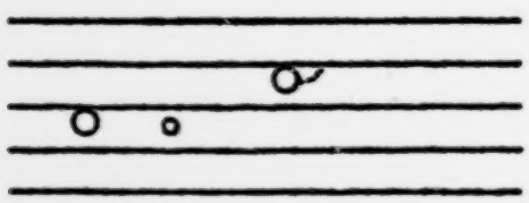
a. Statement of fact.
b. Commands
c. Questions that do not require "yes" or "no" answers.

Statement: I'd like to hear it.

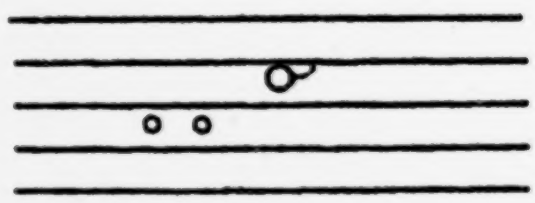
Command: Come with me.

Question: What did you bring?

8. Rising glide is usually used for questions without a question word or which do require a "yes" or "no" answer.



Are you there?



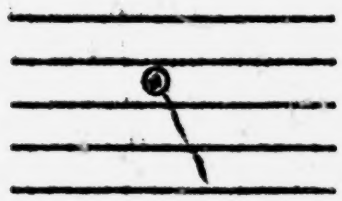
Is it safe?

C. Ways to mark changes in pitch.

1. I'd like to hear it. — The voice falls between syllables.

2. What did you bring? — The voice falls within the syllable.

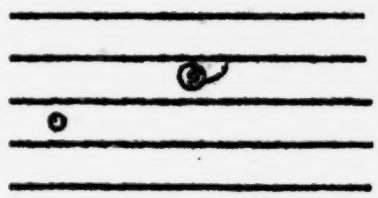
3. Pitch and stress may be marked as follows:



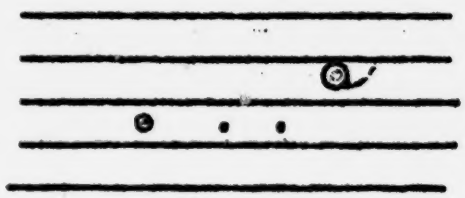
Yes.

on your left

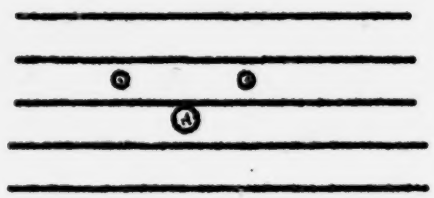
See you again.



You should.



Leave it alone.



It's easy.

IV. STRESS

A. Stress refers to the relative loudness of the voice in the utterance. It is a device for distinguishing meaning and signaling structural and lexical contrasts.

B. Generalizations:

1. We use stress to express contrasts between:
   a. a matter-of-fact statement in a conversational situation
   b. vehemence
   c. plaintiveness
   d. didacticism
   e. oratory
   f. drama
   g. lecture
   h. oral reading

2. If not used correctly with pitch, stress may result in using the wrong tone to the wrong person at the wrong time.

3. Four degrees of stress are commonly used in English:
   a. Primary or loudest — Marked in dictionary.
   b. Secondary — Marked in dictionary.
   c. Tertiary
   d. Weak

4. In Spanish there are only two significant degrees of stress:
   a. Strong
   b. Weak

5. In English there is a tendency for all unstressed vowels to be shortened and to be pronounced as ə or ɪ.

inthe morning
Sunday, Monday, and Tuesday.

6. In Spanish the weak-stressed vowels will be of approximately the same length and degree of loudness, and the vowels do not lose their quality. In any group of words uttered rapidly together there will be only one strong stress. This appears to the English-tuned ear as a staccato or "machine-gun" rhythm.

To the Spanish ear, the English tertiary, secondary, and primary stress all sound like strong stresses. This requires special attention in teaching.

7. In English stress normally falls on the accented syllable of each content word of two or more syllables or on the single syllable content word. The content words are:
   a. Nouns
   b. Principal verbs
   c. Adjectives
   d. Adverbs of time, place, and manner
   e. Demonstratives
   f. Interrogatives
   g. Indefinite pronouns

V. JUNCTURE

A. Juncture refers to the cuts or joints in utterances and may be thought of as the "clotting" of syllables or the gaps of time between them. It is also used to close utterances or parts of utterances. The identifying characteristic is timing.

B. In English, there are four juncture phonemes.

1. Internal open juncture (+) is the difference in timing that keeps one syllable from running into another and distinguishes word meaning by signalling word boundaries.

that stuff	I scream	a name	nitrate
that's tough	ice cream	an aim	night rate

2. Level juncture or level pitch-pause (/) may be final juncture as indicated in writing by a dash. It may be the gap of time that occurs between natural phrases. It may signal that a closely related group of words follows and is indicated in writing by a common or a semicolon.

one, two, three four–
I used to go / to the movies.
John isn't here; he left.

3. Rising pitch pause or "upturn juncture" (//) is a final juncture that we usually call "question intonation", and may signal that the speaker is not finished.

one//two//three//
You're not going to do that?

4. Falling juncture (#) is the pitch-drop with which we end almost all statements, all answers to questions, all words or word groups spoken alone.

Yes.
You don't say.
What is that?

C. Generalizations.

1. There is a strong tendency to mark word boundaries in English by using open or plus juncture.

2. Spanish is spoken in syllables rather than words; the syllable boundaries in speech have no necessary relation to the printed word boundaries.

al agua	/elagwa/
los hombres	/losombreas/
tu y yo	¿ tuyyo?

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DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE

USING THE AUDIO-LINGUAL METHOD - BY BEATRICE ESTRADA

Introduction

The Mexican-American child or the Indian child who comes to school with a command of his native language, will not be able to understand or communicate with his teacher until he has some English. The teacher with her few words of the native language or without, must teach the child to speak, understand, and use the English language.

These lessons were developed as an experimental daily lesson plan for teaching useful and meaningful patterns to the pre-first or beginner child.

A child's language develops through imitation, practice, response, and re- enforcement through listening. The vocabulary develops through use of the language in natural structural and intonation patterns.

The learner must develop accurate habits of hearing and reproduction of the English phonetic system with a minimum of interference from his own native language. The teacher must know the sounds which exist in the English language, but which do not exist in the child's native tongue because these are the sounds which prove difficult for the child.

The sounds should not be taught only in isolation, but should be incorporated into structural patterns and phrases and expressions, and their combinations.

Oral repetition by the student cannot be overemphasized. The child must repeat over and over until he has acquired the natural flow of the English language. The teacher should arrange for the utterance to be put to immediate, practical use.

These lessons are worked on the following lesson plan:

I. General Aim: To teach English as a second language using the audio-lingual method.

II. Specific Aim:
   - A. Approach - To review.
   - B. Lesson (New Vocabulary and patterns.)

III. Procedure:
   - A. Teacher says the pattern.
   - B. Children repeat in chorus.
   - C. Half of class repeat; then other half repeat.
   - D. Each child repeats individually.
   - E. Reinforcement exercises.

IV. Materials
   - A. Review tapes at the end of each unit.

(Tapes mentioned are available through the University of Arizona Bureau of Audio-Visial Services.)

The vocabulary lists used for those lessons were of two types:

A. Useful language: That which is necessary for the student to communicate with his teachers and peers daily.

B. Reading Vocabulary: That which he will need to read in the following grade level.

The format for the daily lessons was that used in: Ellis, Mary J.; and Mayon Atherton; T. S. Dennis and Co., Minneapolis, Minnesota, KINDERGARTEN LOG and FIRST GRADE LOG.

It is hoped that by the time the learner gets into the first grade he will have the speaking vocabulary and the knowledge of the phonetics to learn to read the first grade pre-primers and primers. By the time he enters the second grade he should have acquired the speaking vocabulary for the second grade readers. When he enters the third grade he should have a speaking vocabulary including the words in the third grade readers and by the time he enters the fourth grade he should have the speaking vocabulary and the word attack techniques to enable him to read the fourth grade readers.

The patterns in the first "Guide" were compiled from BASIC VOCABULARY CHECK-LIST FOR NON-ENGLISH SPEAKING CHILDREN , Department of Instruction; Gallup-Mc Kinley County Schools, Gallup, New Mexico; the vocabulary lists in the pre-primers and primers by Scott-Foresman; and the New Mexico Language Arts Bulletin #18; Grades Pre-first-Second, Teacher's Handbook, pub. by the New Mexico Department of Education, 1953. In developing the lessons for first grade the second grade readers, Scott-Foresman; RESOURCE UNITS FOR CLASSES WITH PUERTO RICO PUPILS IN THE FIRST GRADE:[1] Board of Education, City of New York; and AMERICAN ENGLISH SERIES, Charles C. Fries, Book I, were used.

The words were classified according to usage. A unit format which would make the best use of these words was then chosen. The words were then placed into the units. Finally meaningful and useful sentences and phrases were constructed. These were then expanded into varied arrangements by changing tense, subject, or re-arranging the modifiers.

It is felt that until something better is developed the Fries, Charles C., AMERICAN ENGLISH SERIES is the best text for the fourth grade and up; adapted to Indian and Mexican-American language problems. Those structures already learned can be quickly reviewed, and those not already learned can be taught thoroughly.

Some tests which can be used at the beginning of each year for taking inventory of a child's language is the Language Expression Test taken from the Fresno, California materials. This test can be found elsewhere in this manual.

[1]The following can also be analyzed by the teacher in grouping a child in the first grade:

1. Attention span of 5-10 minutes.
2. Can listen to and interpret directions given by teacher.

---

1 Board of Education, City of New York; THE PUERTO RICAN STUDY, Teaching English to Puerto Rican Pupils in Grades 1 - 2.

3. Is able to interpret rhythmic sounds, tapping, clapping, and marching.
4. Is able to count claps of a bell up to three by hearing but not seeing.
5. Is able to identify another child by hearing his voice only.
6. Is able to distinguish between loud and soft sounds.
7. Is able to distinguish like sounding words.

The tentative schedule of time for the parts of the lessons is stated on the last page of the daily lessons.

Daily lesson plans for grades second, third and fourth grade will be developed during the 1961-1962 school year.

DAILY LOG FOR TEACHING ENGLISH AS A SECOND LANGUAGE USING THE AUDIO-LINGUAL METHOD PRE-FIRST

LESSON I

	LANGUAGE			Activity	Lit. App.
Roll Call	I. Specific Aim: A. To teach:	Come in.	We are friends.	Have available beads, blocks, peg boards. Free choice of activity with close super-vision. Demon-strate proper methods of play.	One selection from TIM E FOR Poetry [1] Other references at bottom
	II. Procedure: A. Approach: The teacher greets each child with greetings in child's native tongue. (Yatah-N*, Buenos Dias *Sp.) Allow the children to look around the room and become acquainted with surroundings for 20 minutes or so. Have rest-rooms open so children can look in.	Sit down.	Say.		
	B. T Teacher sits down in chair in front of circle of chairs. The children will follow. Help them find a place to sit.				
	1. Teacher: Say, "Come in". (Class repeats)				
	2. Teacher: Come in. 1/2 of class: Come in. Teacher: Come in. 1/2 of class: Come in. Repeat 3 times				
	3. Teacher: Points to a child and says: "Say". Come in . (Repeat until all children have repeated.)				
	4. Teacher: (Go to the door and demonstrate.) Have a child come to the door. Say "Come in." to him. Go around the circle allowing each child to stand outside the door, the other children say "Come in". The children are standing. Teacher sits down and says:				MUSIC

[1] Arbuthnot, May Hill, TIME FOR POETRY, Scott-Foresman, Chicago; 1961.
Harrington, Mildred P., RING A ROUND: The MacMillan Co., 1930.
Ferris, Helen, FAVORITE POEMS OLD AND NEW, Doubleday and Co., Inc. Garden City, N.J.

N* - Navajo *S - Spanish

LESSON I (Continued from page 3)

LANGUAGE	Activity	Music
		MUSIC
5. Teacher : Sit down. 1/2 of children repeat: Sit down. Teacher: Sit down. (Repeat 5 times) 1/2 of children stand. Teacher pointing to the first child: Sit down. Child: Sit down. Points to next child. Next child: Sit down. (Repeat all around). 6. Teacher : We are friends. Class : We are friends. Half of the children repeat after the teacher, then other half recites. 7. First child tells the next: We are friends. Continue around the circle.		Listening Activity: Coyote Tales Coll. by Wm. Morgan printed Phoenix, Arizona. U. of A. #600 Speed 71/2 Navajo-English

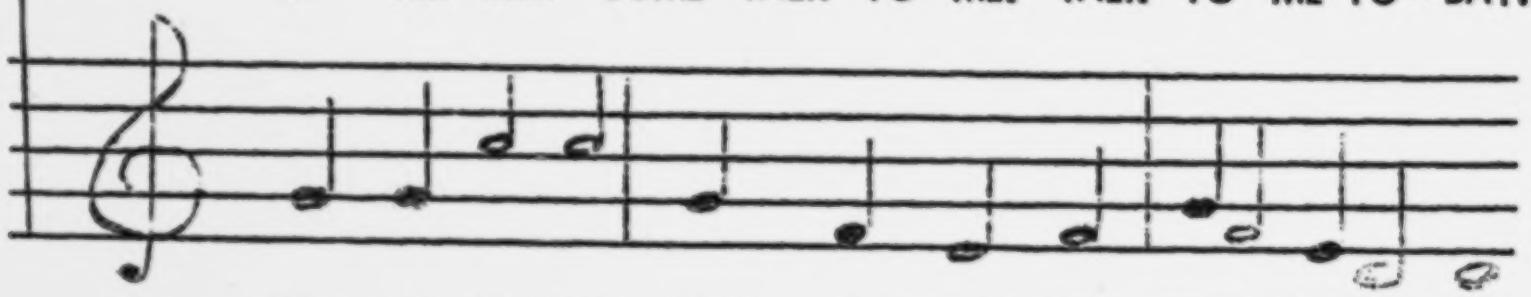
LESSON I

PHONICS OR PHONETICS	Language	Activity	Phy. Ed.	Rhythms
Suggested texts: 1. Buckley, Marie S. PHONOVISUAL METHOD Phono Visual Products, Inc. P.O.Box 5625 Washington 16, D. C. 1959 2. Hay, Julie; Charles E. Wingo, READING WITH PHONICS Lippincott Company New York, New York 1960 3. PHONETIC KEYS TO READING, The Economy Company Oklahoma City, Oklahoma, 1952	Repeat entire Language Lesson I.	Free choice of activity.	Outside play.	Clap hands to a rhythmic record.

LITTLE BIRD

FREY

LIT - TLE BIRD COME TALK TO ME. TALK TO ME TO - DAY.



TELL ME OF THE CHILD - REN YOU HAVE SEEN ALONG THE WAY.

LESSON II

Roll Call	Language	Activity	Lit. Appreciation
	I. Specific Aim: A. To Review: Sit down. Come in. We are friends. Say. B. To Teach: Come to the restroom. (toilet)	Free choice.	Listen to Poems from TIME FOR POETRY or others.

II. Procedure:

Approach: The teacher says to the children: "Come in. Sit down."
In the review lesson, the teacher should use a normal voice and intonation as well as give special attention to juncture.

1. Teacher: Come in.
   Children: Come in.
   Repeat 3 times.
   Teacher: Come in.
   1/2 of children: Come in.
   Teacher: Come in.
   1/2 of children: Come in.
   Repeat 3 times.
   One child at a time around the circle says "Come in." The child goes to the door and acts out meanings. Continue until each child has had a turn.
2. Have the children remain standing after skit at door.
   Teacher: Sit down.
   Children: Sit down.
   Repeat 3 times.
   Teacher: Sit down.
   1/2 of the class: Sit down.
   Teacher: Sit down.
   1/2 of the class: Sit down.
   Repeat 3 times.

Each child tells the child next to him: "Sit down." He tells the child next to him: "Sit down", "We are friends." Continue until each child has had a turn.

3. Teacher: (Have the restroom door open.)
   Restroom.
   Children: Restroom.
   Repeat 3 times.
   Teacher: Come to the restroom.
   Children: Come to the restroom.
   Repeat 3 times.

MUSIC
Listening Activity
Coyote Tales Tape.

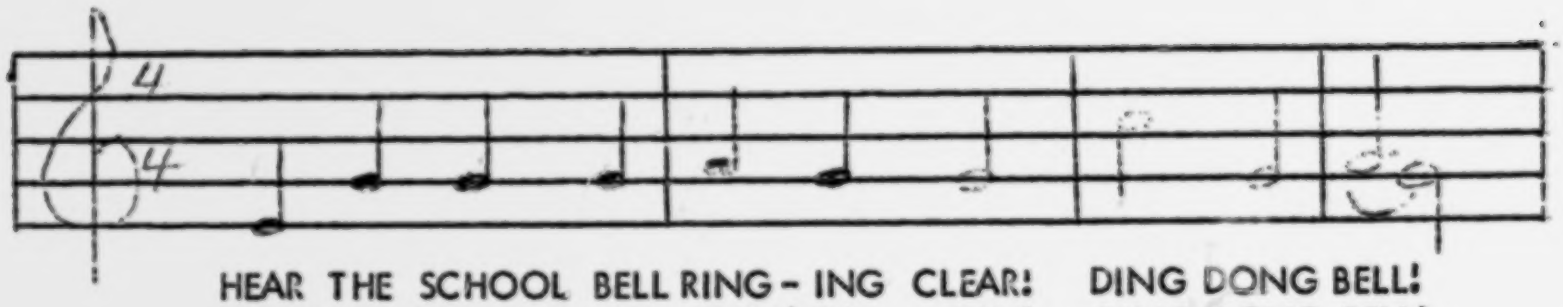
LESSON II (Continued from page 6)

	Language	Activity	Lit. Appreciation
Roll Call	Teacher: (To girls) Come to the restroom. Girls: Come to the restroom. Repeat 3 times. Teacher: (To boys) Come to the restroom. Repeat 3 times. (This concept of girls and boys going to separate restrooms can be taught by the teacher putting the children in two lines.)		

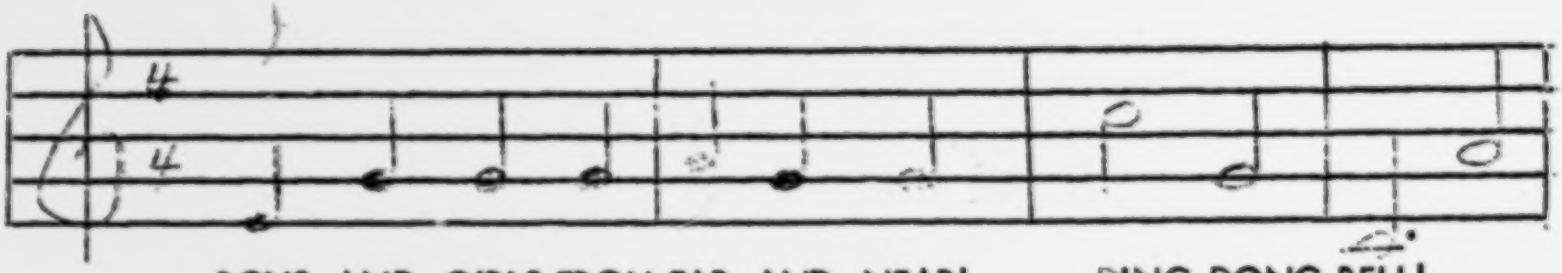
LESSON II

	Language	Activity		Rhythms
PHONETICS	Repeat A-3 of morning lesson 4. Teacher: Come in. Children: Come in. Repeat 3 times. Teacher: Come in. Sit down. Children: Come in. Sit down. Repeat 3 times. Teacher: Come to the restroom. Children: Come to the restroom. Repeat 3 times.	Free choice. Demonstrate how to use outside equipment.	PHYSICAL EDUCATION	Stamp and clap to the music to develop good listening habits.

SCHOOL BELL



HEAR THE SCHOOL BELL RING - ING CLEAR! DING DONG BELL!
COME O COME IT SEEMS TO SAY! DING DONG BELL!



BOYS AND GIRLS FROM FAR AND NEAR! DING DONG BELL!
LEAVE YOUR WORK AND LEAVE YOUR PLAY. DING DONG BELL!

LESSON III

Language			Activity	Lit. Appretion
Roll Call	I.	Specific Aim:	Free Choice	Poem selected from either of the 3 sources.
		A. To review: Come in. Sit down We are friends. Come to the restroom.		
		B. To Teach: Come with me. Come to eat. Go to the restroom.		
	II.	Procedure:		
		A. Approach: Teacher: Come in. Children: Come in. Repeat 3 times. Teacher: Sit down. Children: Sit down. Repeat 3 times. Teacher: Come to the restroom. Children: Come to the restroom. Repeat 3 times.		
		B. To Teach: Teacher: Come in, Go to the restroom. Children: Come in. Go to the restroom. Repeat 3 times.		
		2. Teacher: Come in. Go to the restroom. 1/2 of children repeat then other 1/2 repeat after teacher.	Music Listening Activity	
		3. One child at a time say to his neighbor: Come in. Go to the restroom.	Record from 1st grade album using those words already taught, and selection on previous page.	
		4. Teacher: "Say" Come with me. Children: Come with me. Repeat 3 times. (Teacher demonstrate by taking one child and telling him "Come with me" and taking him around the room; another child to the desk, another to his chair and saying "Sit down." This is to demonstrate that "Come with me" does not specify place.)		
		5. 1/2 of class repeat with teacher. Second 1/2 of class repeat.		

(Continued on next page)

Language (Continued from previous page)	Activity	Lit. Appreciation
Roll Call 6. Teacher: (to one child) Come with me. Child: Come with me (Demonstrating to his neighbor. Continue around the room.		
P- Continuation of Part B of morning.		
PHONETICS Review B - 1 - 4 B. 5. Teacher: Come to eat. Demonstrate eating or show a picture. Children: Come to eat. Repeat three times. Teacher: Come to eat. 1/2 of children: Come to eat. Teacher: Come to eat. 1/2 of children: Come to eat. Children continue repetition by repeating to each other around the circle - Come to eat. 6. Teacher: Come to me. Come to eat. Children: Come with me. Come to eat. Repeat three times. Teacher: Come with me. Come to eat. 1/2 of children: Come with me. Come to eat. Teacher: Come with me. Come to eat. 1/2 of children: Come with me. Come to eat. Repeat three times. Children repeat to each other around the circle. 7. Teacher: Come with me. Come to the restroom. Children: Come with me. Come to the restroom.	Draw a picture of children eating.	PHYSICAL EDUCATION Rythms Clap hands to music and stamp feet. Use rhythm band sticks to beat out rhythm.

LESSON IV

Roll Call	Language	Activity	Literature Appreciation
	I. Specific Aim:		
	A. To review: Come in.	Free choice.	Poems about playing.
	Sit down.		
	We are friends.		
	Come with me.		Story about a play situation.
	Come to the restroom.		
	Come and eat.		
	B. To teach: Come and play.		
	II. Procedure:		
	A. Approach:		
	1. Teacher: Come in.		
	Children: Come in.		
	Repeat three times.		
	Teacher: Come in. Sit down.		
	Children: Come in. Sit down.		
	Repeat three times.		
	Teacher: We are friends.		
	Children: We are friends.		
	Repeat three times.		
	Teacher: Come in. Come and eat. Sit down.		
	Children: Come in. Come and eat. Sit down.		
	Repeat three times.		
	Teacher: Come to the restroom. Come with me.		
	Children: Come to the restroom. Come with me.		
	Repeat three times.		
	Teacher: Come with me. Come and eat.		
	Children: Come with me. Come and eat.		
	B. To teach:		
	1. Teacher (Pointing to game area) Come and play.		
	Children: (Pointing to game area) Come and play.		
	Teacher: (Holding up pictures of children at play.) Come and play.		
	Children: Come and play.		

Music
Listening Activity:
Record from 1st grade album using the words taught, if possible.
Use song on following page: Come and Play.

(Continued on next page)

2. Teacher: Come and play.
   1/2 of class repeat phrase.
   Other 1/2 of class repeat after teacher. -Repeat three times.
3. One child at a time say to his neighbor:
   Come and play.
   Repeat until each child has had a turn.

Free Choice

PHYSICAL EDUCATION

E Stamp and
D clap to the
U music to
C develop
A good
T listening
I habits.
O
N

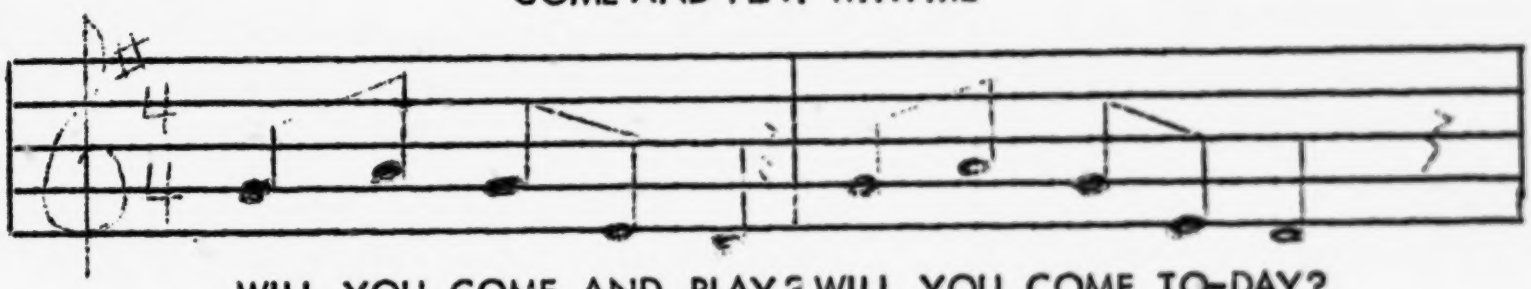
Continuation of B:

PHONETICS

4. Teacher: (Taking one child, leads him to the play area and says)
   Come with me. Come and play.
   Children: Come with me.
   Come and play.
   The child chooses another child and repeats: Come with me. Come and play. Repeat until all have had a turn.
5. Teacher: Come in. Come and play.
   Children: Come in. Come and play.
   Repeat 3 times.
   Teacher: Come in. Come and play.
   1/2 of children: Come in. Come and play.
   Teacher: Come in. Come and play.
   1/2 of children: Come in. Come and play.
6. First child: Come in. Come and play. (Dramatize) Repeat until each child in the circle has had a turn.

Repeat Part B: 1 - 3.

COME AND PLAY WITH ME



LESSON V

Roll Call	Language		Activity	Literature Appreciation
	I. Specific Aim:			
	A. To review:	Come in. Sit down. Come with me. Come and eat. Come and play.	Draw pictures of children working.	Poems from either of the sources using the new patterns.
	B. To Teach:	Come in with me. Come and work.		
	II. Procedure:			
	A. Approach:			
	Teacher:	(Using puppets or paper dolls to demonstrate meaning of sentences taught thus far.) Come in. Sit down.		
	Children:	Come in. Sit down. Repeat three times. (Allow children to use puppets or paper dolls.)		
	Teacher:	Come with me. Come and eat.		
	Children:	Come with me. Come and eat. Repeat 3 times.		
	Teacher:	Come in. Sit down.		
	Children:	Come in. Sit down. Repeat 3 times.		
	Teacher:	Come with me. Come to the restroom.		
	Children:	Come with me. Come to the restroom. Repeat 3 times.		
	B. To Teach:			
	1. Teacher:	(motioning to one child) Come in with me. Dramatize		
	Children:	Come with me. Repeat 3 times.		
	Teacher:	Come in with me.		
		1/2 of Class: Come with me.		
	Teacher:	Come in with me.		
		1/2 of Class: Come in with me. One child at a time says to his neighbor: Come in with me. (Dramatize)		

Music
Choose record from 1st grade album with songs about work.
Learn words for LITTLE BIRD COME TALK TO ME, found on page 5.

Lesson V (Continued)

	Language	Activity	Literature Appreciation
Roll Call	2. Teacher: Come and work. Children: Come and work. Teacher: (Holding pictures of children working) Come with me. Come and work. Children: Come with me. Come and work. 3. Teacher: Come and work. Children: Come and work. Repeat 3 times. Teacher: Come and work. 1/2 of children: Come and work. Teacher: Come and work. 1/2 of children: Come and work. (Children repeat phrase to each other around the circle.)		

Lesson V

	Language	Activity	Rhythms
PHONETICS	Continuation of B: 4. Teacher: Come and work. Children: Come and work. Repeat 3 times. Teacher: Come and work. 1/2 of class: Come and work. Teacher: Come and work. 1/2 of class: Come and work. (Children repeat phrase to each other around the circle.) 5. Teacher: Come in with me. Come and work. Children: Come in with me. Come and work. Repeat 3 times. Teacher: Come in with me. Come and work. 1/2 of class: Come in with me. Come and work. Teacher: Come in with me. Come and work. 1/2 of class: Come in with me. Come and work. Children repeat around the circle. Dramatize in two's. Repeat Part B: 1- 3.	Have available box of materials which feel different: soft, hard, rough, smooth--- objects and pieces of cloth.	Use rhythm sticks to beat out the rhythm to records.

LESSON VI

Roll Call	Language	Activity	Literature Appreciation
	I. Specific Aim: A. To review: Come in. Sit down. We are friends. Come with me. Come to the restroom. Go to the restroom. Come and play. Come and work. Come in with me. Come and eat.	Show a picture of a boy or girl and tell child to draw (His or her) picture.	Poems from poetry books about names.
	B. To Teach: * my name is (Teacher's name) Your name is (Student's name) What's my name? Your name is (Teacher's name)		
	II. Procedure: A. Approach: Review: Teacher says each in list above and the class repeats. Teacher: Come to the restroom. Child obeys and repeats. Teacher: Go to the restroom. Child obeys and repeats. Repeat for all children in class.		
	B. To Teach: Teacher: Pointing to self) 1. My name is _____. Teacher: (touching child) Your name is _____. Continue around the circle. Teacher: What's my name? Children: What's my name? Repeat three times. Teacher: What's my name? Children: Your name is (Teacher's) Repeat three times.		
	2. Teacher: What's my name? 1/2 of class repeats – then the other 1/2. Teacher: Your name is _____. 1/2 of class repeats – then the other 1/2.		
	3. Teacher: My name is _____. What's my name? Children: Your name is (Teacher's name). Repeat 3 times.		

Music

Listen to records.

Sing: LITTLE BIRD COME TALK TO ME. Page: 5

Teach words to: HOW ARE YOU TODAY? found on page: 16.

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* My name is (Teacher's name) and Your name is (Student's name) is taught first in concession to the Indian cultures where the child is reluctant to say his own name.

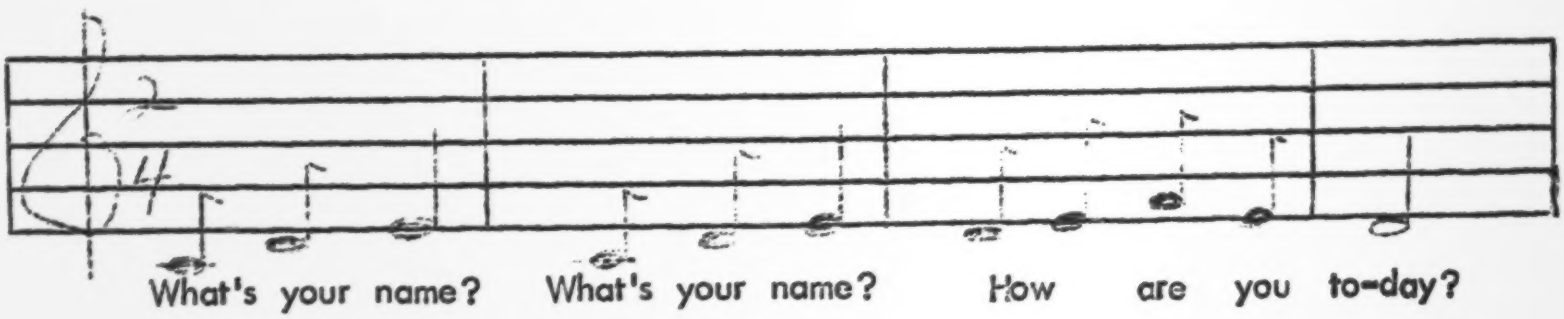
LESSON VI (Continued from page 15)

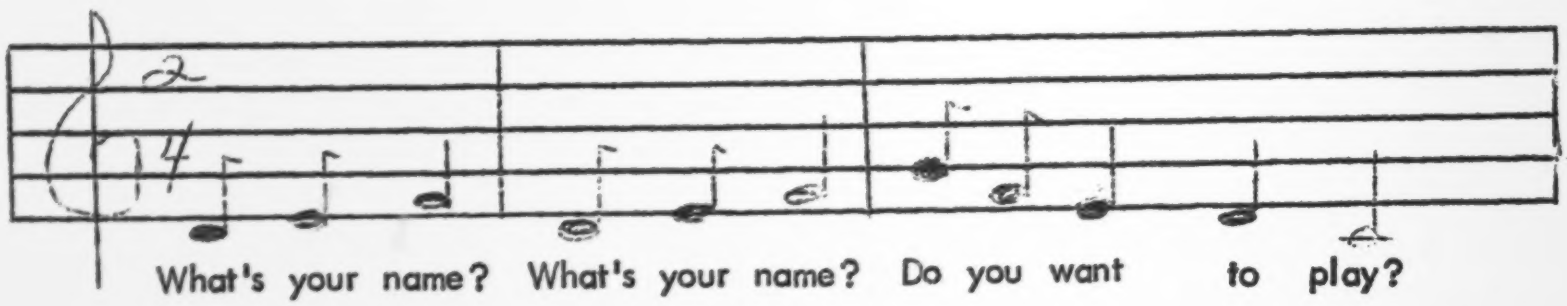
	Language	Activity	Literature Appreciation
Roll Call	4. Teacher: Using puppet or paper doll. My name is _____. What's my name? Children: Your name is. Repeat for 3 or 4 dolls. Teacher: (Using puppet or doll to talk to child) Your name is ___. What's my name? Child: Your name is _____. Continue around the circle until each child has had a turn.		

LESSON VI

	Language	Activity	Rhythms-Physical Ed.
PHONETICS	Repeat morning language lesson with emphasis on Review.	Write names on each child's picture. Have them make a picture of teacher. Write your name under the picture.	Have children stamp, clap, and walk to music. Learn the Happy Song. Last section of this book.

HOW ARE YOU TODAY?





LESSON VII

Language		Activity	Literature Appreciation
Roll Call	I. Specific Aim:		
	A. To review: Come in.	Children make their own paper dolls.	Listen to poems read thus far.
	Sit down.		
	We are friends.		
	Say.		
	Come to the restroom.		
	Come with me.	Use old catalogues.	
	Come and eat.		
	Go to the restroom.		
	Come and eat.		
	Come and play.		
	Come in with me.		
	Come and work.		
	My name is _____.		
	Your name is _____.		
	What's my name?		
	B. To Teach: What's her name?		
	Her name is _____.		
	What's his name?		
	His name is _____.		

II. Procedure:

A. Approach: Teacher: Come in. Sit down.
Children: Come in. Sit down.
Repeat three times.

2. Teacher: We're friends.
Children: We're friends.
Repeat three times.

3. Teacher: Come with me.
Come and eat.
Children: Come with me.
Come and eat.
Repeat three times.

4. Teacher: Come in with me.
My name is _____.
Children: Come in with me.
My name is _____.
Repeat three times.

5. Teacher: What's my name?
Children: Your name is _____.
Repeat three times.

B. To Teach: Teacher: (Pointing to a girl)
What's her name?
Children: What's her name?
Repeat three times.

Music

Little Bird Come Talk to Me.

Repeat words to How Are You Today? and sing the song.

Continued on next page.

LESSON VII

Language	Activity	Literature Appreciation
Roll Call 2. Teacher: What's her name? 1/2 of class: What's her name? Teacher: What's her name? 1/2 of class: What's her name? As the teacher points to each child he repeats: "What's her name?" 3. Teacher: Her name is____. Children: Her name is____. Repeat three times. Repeat all around circle until all girls have been named.		

Continuation of Lesson VII.

Language	Activity	Rhythms
PHONETICS 4. Teacher: What's his name? Children: What's his name? Teacher points to boys. Repeat three times. 5. Teacher: His name is____. Children: His name is____. Repeat three times. 6. Teacher: What's her name? Children: Her name is____. 7. Teacher: Pointing to a boy: What's his name? Children: His name is____. One child at a time asks what his or her name is until all the children in the class have been named. Repeat Part B, 1 - 3.	Take paper dolls cut and make a border or a bulletin board display with them. Teacher acts as supervisor.	Have children walk and run to music. Sing and act out the Happy Song. PHYSICAL EDUCATION.

LESSON VIII

Language	Activity	Literature Appreciation
Roll Call I. Specific Aim: A. To review: Come in. Sit down. We are friends. Say Come to the restroom. Come with me. - Come and eat. Go to the restroom. Come and eat. - Come and play.	Draw a picture of a boy and girl.	Read stories or poems about boys and girls.

Continued on next page.

LESSON VIII (Continued from previous page)

	Language	Activity	Rhythms
PHONETICS	B. Continued: 4. Each child asks about a boy. He is a boy. What's his name? 5. Teacher: She is a girl. Children: She is a girl. Repeat three times. 6. Teacher: She is a girl. What's her name? Children: She is a girl. Her name is____. Repeat three times using hand motions. 7. Teacher: She is a girl. What's her name? 1/2 of class: She is a girl. Her name is____. Teacher: She is a girl. What's her name. 1/2 of class: She is a girl. Her name is____. Each child asks about a girl. She is a girl. What's her name?	Free Choice.	Happy Song

PHYSICAL EDUCATION.

LESSON IX

	Language	Activity	Literature Appreciation
Roll Call	I. Specific Aim: A. To review: Come in. Sit down. We are friends. Say. Come to the restroom. Come with me. Come and eat. Go to the restroom. Come and eat. Come and play. Come with me. Come and work. My name is____. Your name is____. What's my name? What's her name? Her name is____. What's his name? His name is____. He is a boy. She is a girl. B. To teach: What is she? She is a girl. What is he? He is a boy.	Free Choice.	Poems about boys and girls.

Continued on next page.

LESSON IX (Continued from previous page)

Roll Call	Language	Activity	Music
	B. Continued.		
	Is he a boy? Yes he's a boy. Is she a girl? Yes, she's a girl. Is she a boy? No, she's a girl. Is he a girl? No, he's a boy.		Listen to records from 1st grade album. Sing two songs learned.
	II. Procedure: A. Approach: Teacher: (Using puppets and speaking for them) What's your name? My name's _____. Children: Repeat each sentence after the teacher. Repeat three times. 2. Teacher: What is he? Children: He is a boy. Repeat three times. 3. Teacher: What is she? Children: She is a girl. 4. Teacher: What is he? Children: He is a boy. Repeat three times. 5. Teacher: Is she a boy? Children: No, she is a girl. Repeat three times. 6. Teacher: Is she a boy? Children repeat after teacher 3 timos. 7. Teacher: No, she is a girl. Children repeat after teacher three times.		

LESSON IX

	Language	Activity	Rhythmn
PHONETICS	Continuation of A. 8. Teacher: Is she a boy? Children: No, she is a girl. Repeat three times. Teacher: Is she a boy? 1/2 of class: No, she is a girl. Teacher: Is she a boy? 1/2 of Class: No, she is a girl. Repeat three times. 1/2 of class ask question, other 1/2 answer. Each child point to someone and asks. Is she a boy? One child answers. No, she is a girl.	Free Choice	Walk and Run to different tunes. Sing Happy Song. PHYSICAL EDUCATION

LESSON IX

	Language	Activity	Rhythmn
P H O N E T I C S	Continuation of A. 9. Teacher: Is he a girl? Children: Is he a girl? Repeat three times. Teacher: Is he a girl? Children: No, he is a boy. Repeat three times. Teacher: Is he a girl? 1/2 of class: Is he a girl? Teacher: Is he a girl? 1/2 of class: Is he a girl? Repeat for answer. Repeat with each 1/2 doing a part — Question - Answer. 10. All the boys stand in a group; all the girls in a group. Ask each other; What is she? Is she a girl Yes, she is a girl. Is she a boy? No, she is a girl. For Boys: What is he? He is a boy. Is he a boy? Yes, he is a boy. Is he a girl? No, he is a girl.	Free Choice.	Walk and Run to different tunes. Sing Happy Song. PHYSICAL Education

Review A: 1 - 7.

LESSON X

	Language		Activity	Literature Appreciation
Roll Call	I. Specific Aim: A. To review:	Come in. Sit down. We are friends. Say. Come to the restroom. Come with me. Come and eat. Go to the restroom. Come and play. Come in with me. Come and work. My name is (Teacher's) My name is (Child's)	Play a game using the puppets or the pictures the children have drawn.	Poems about boys and girls and games.

Continued on next page.

LESSON X

Language		Activity	Literature Appreciation
Roll Call	A. Continued from previous page. What's my name? Her name is _____. What's her name? Her name is _____. What's his name? His name is ____. He is a boy. She is a girl? What is she? What is he? Is he a boy? Yes, he is a boy. Is she a girl? Yes, she is a girl. Is she a boy? No, she is a girl. Is he a girl? No, he is a girl.		
	B. To teach: What's your name? My name is _____.		

II. Procedure:

A. Approach:

1. What's my name?
   Children: Your name is ____.
   Teacher: to one child:
   What's your name?
   Child: My name is ____.
   Repeat with all children three times. Ask each child.
2. Teacher: Ask first child in circle:
   What's your name?
   1st child: My name is _____. (Ask next child.)
3. Teacher: What's his name?
   Children: His name is ____.
   Teacher: What's her name?
   Children: Her name is _____.
   Repeat three times.
   Teacher: Ask one child: What's your name?
   1st child: My name is _____.
   What's your name?
   Repeat around circle.

LESSON X (Continued)

	Language	Activity	Rhythms
PHONETICS	Do lesson on previous page. Review tapes mentioned on bottom of page one of this article.	Work out a dramatization with the children using the patterns taught thus far.	Tap out the rhtyhm of the What is your name? My name is____. PHYSICAL EDUCATION

TENTATIVE TIME SCHEDULE

9:00	- 9:05	-	Roll Call
9:05	- 9:15	-	Presentation of language lesson to the entire class.
9:15	- 10:15	-	Language to groups (20 minutes per group for 3 groups.)
10:15	- 10:30	-	Health Chores
10:30	- 10:50	-	Evaluation of seatwork and activity
10:50	- 11:10	-	Literature appreciation
11:10	- 11:20	-	Music
1:00	- 1:10	-	Phonetics or phonics
1:10	- 1:20	-	Language for entire class
1:20	- 2:20	-	Language in groups. (Same as for morning)
2:20	- 2:30	-	Evaluation of seatwork with class.
2:30	- 3:00	-	Physical education.
3:00	- 3:10	-	Activity
3:10	- 3:30	-	Rhythms

This material was prepared by Beatrice T. Estrada with assistance by Miss Rhea June Gray, and Mrs. Theodoria Smith.

Notation: For your information the Lesson numbers have been changed from Roman Numerals to Arabic. Copy has been followed according to the original article.

LESSON 11 - Review Lesson to be taped.

Come in.
Sit down.
We are friends.
Say.
Come to the restroom.
Come with me.
Come and eat.
Go to the restroom.
Come and play.
Come in with me.
Come and work.
My name is (Teacher's name)
Your name is (Student's name)
What's my name?
Your name is (Teacher's name)
What's her name?
Her name is____.
What's his name?
His name is_____.
He is a boy.
She is a girl.
What is she?
What is he?
Is he a boy?
Yes, he is a boy.
Is she a girl.
Yes, she is a girl.
Is she a boy?
No, she is a girl.
Is he a girl?
No, he is a boy.
What's your name?
My name is_____.

LESSON 12

Do you ride the bus?
Yes, I ride the bus.
No, I don't ride the bus.

LESSON 13

Where do you get on the bus?
I get on the bus at_____.
No, I don't ride the bus.

LESSON 14

Where do you get on the bus?
I get the bus at_____.
Where does she get on the bus?
She gets on the bus at_____.
When does he get on the bus?
He gets on the bus at_____.
Where do I get on the bus?
I get on the bus at_____.

LESSON 15

Where do you get off the bus?
I get off the bus at_____.
Where does she get off the bus?
She gets off the bus at_____.

LESSON 16

Where does he get off the bus?
He gets off the bus at_____.
Where do I get off the bus?
You get off the bus at_____.

LESSON 17

Who is your bus driver?
My bus driver is_____.
Who is (her, his, or my) bus driver?
(Her, His, Your) bus driver is_____.

LESSON 18

How do you come to school?
I come to school on the bus.
I walk to school.

LESSON 19

He missed the bus.
Have you missed the bus?
Yes, I have missed the bus.
No, I haven't missed the bus.
Has she missed the bus?
Has he missed the bus?
The bus is late. The bus was late.

LESSON 20

Be careful when you get on the bus.
Are you careful? Yes, I'm careful.
Is he careful? Yes, he's careful.
Is she careful? Yes, she's careful.

LESSON 21

Be careful, look both ways.
Do you look both ways?
Yes, I look both ways.
Does he look both ways?
Yes, he looks both ways.
Does she look both ways?
Yes, she looks both ways.

LESSON 22

Are you ready to go home?
Yes, I'm ready to go home.
Is he ready to go home?
No, he's not ready. (Yes, he's ready.)
Is she ready to go home?
Yes, he's ready. No, he's not ready.

LESSON 23

Do not come to school late.
Be ready for the bus.

LESSON 24

Be ready for the bus.
Don't be late for the bus.
Be ready to go home.

LESSON 25

Be ready for the bus.
Look both ways to cross the road.
When you cross the road look both ways.

LESSON 26

Get ready for the bus.
Put on your coat.
Put on your sweater.
Get on the bus.

LESSON 27

Review Lesson - To be taped.

Where do you live?
I live at _____.
Do you ride the bus?
Yes, I ride the bus.
No, I don't ride the bus.
I walk to school.
Where do you get on the bus?
I get on the bus at _____.
Where do you get off the bus?
I get off the bus at _____.
Who is your bus driver?
My bus driver is _____.
I missed the bus.
He missed the bus.
She missed the bus.
You missed the bus.
The bus is late.
The bus was late.
Be careful when you get on the bus.
Look both ways.
Be careful when you cross the road.
Get ready to go home.
Do not come to school late.
Be ready for the bus.
Put on your coat.
Put on your sweater.
Get on the bus.

LESSON 28

I'm hungry.
Are you hungry? Yes, I'm hungry.
No, I'm not hungry.
Is (she, he) hungry? Yes, he's hungry.
No, he's not hungry.

LESSON 29

Get ready for lunch.
Are you ready for lunch?
Yes, I'm ready for lunch.
Is (he, she) ready for lunch?
Yes, (she, he) is ready for lunch.
No, (she's, he's) not ready for lunch.

LESSON 30

Let's go to the lunch room. (cafeteria)
Are you ready to go to the lunch room?
Yes, I'm ready.
Let's go to the lunch room.
I'm hungry.
I'm ready.

LESSON 31

Let's go eat.
Let's go to the lunchroom.

LESSON 32
Please give me some lunch.

LESSON 33
I want some milk.
Please give me some milk.
Do you have some milk?
Yes, please.
No, thank you.

LESSON 34
I want some beans.
Do you have some beans?
Yes, thank you. No, thank you.
Please give me some beans.

LESSON 35
Do you want some salad?
Yes, please. No, thank you.
I want some salad.
Please give me some salad.

LESSON 36
Do you want some pudding?
Yes, please. No, thank you.
I want some pudding.
Please give me some pudding.

LESSON 37
Do you want some ice cream?
Yes, please. No, thank you.
I want some ice cream.
Please give me some ice cream.

LESSON 38
How much salad do you want?
I want a little.
I want a lot.
I have enough, thank you.

LESSON 39
Do you want more beans?
Yes, please. No, thank you.
I have enough.

LESSON 40
The soup is good.
Do you want some more soup?
Yes, please. No, thank you.
I have enough.

LESSON 41
The bread is good.
Do you want another piece?
No, thank you. I have enough.
Yes, please.

LESSON 42
Do you like butter?
Do you like butter on bread?
Yes, I like butter.
Please put some on my bread.
No, I don't like butter.
Don't put any on my bread.

LESSON 43
The fruit is good.
I like fruit, do you?
Yes. No, I don't like fruit.

LESSON 44
The orange is good.
Do you like oranges?
Yes, thank you. No, I don't like oranges.

LESSON 45
I have an apple.
The apples are good.
Do you want an apple?
Yes, please. No, I don't like apples.

LESSON 46
Apples and oranges are fruit.

LESSON 47
The meat is good.
I have some meat.
Do you want some meat?
Yes, please. No, thank you.

LESSON 48

I have some vegetables.
Do you have some vegetables?
Yes. No.
The vegetables are good.
Beans are vegetables.

LESSON 49

The cookie is good.
Do you have a cookie?
Yes. No.
I have a cookie.

LESSON 50

The cookies are good.
Do you have some cookies?
Yes. No.
I have some cookies.

LESSON 51

Do you have a piece of cake?
Yes, I have a piece of cake.
No, I don't have a piece of cake.
The cake is good.
I have some cake.

LESSON 52

Do you have a napkin?
Yes, I have a napkin.
No, I don't have any. (one)
Get a napkin.

LESSON 53

Does he have a napkin?
Yes, he has a napkin.
No, he doesn't have a napkin.
Does she have a napkin?
Yes, she has a napkin.
No, she doesn't have a napkin.
I don't have a napkin.
Please get me one.

LESSON 54

Do you have a spoon?
No, I don't have a spoon.
Yes, I have a spoon.
Does he have a spoon?

Lesson 54 (continued from bottom of page)

No, he doesn't have a spoon.
Yes, he has a spoon.
Does she have a spoon?
No, she doesn't have a spoon.
Yes, she has a spoon.

DAILY LANGUAGE PLANS USING AUDIO-LINGUAL METHOD - FIRST GRADE

LESSON I

Language	Enrichment Activity	HEALTH CHORES	Numbers
ROLL CALL 9:05 - 10:05	10:05		10:15
Specific Aim	10:15		11:25

A. Review: (A complete review of previous years material would be difficult. Therefore tapes of previous year's lessons may be reviewed.)

1. What's your name? My name is____.
2. What's your name? Her name is____.
3. What's his name? His name is____.
4. What's my name? Your name is____.

B. Procedure:

Review Tape I from pre-first.

1. The children repeat after the teacher: "What's your name?"
   Children answer: My name is____.
   Repeat 3 times.
2. The children repeat after the teacher:
   What's his name?
   His name is____.
   Repeat three times.
3. The children repeat after the teacher:
   What's her name?
   The children answer: Her name is____.
4. 1/2 of the children: What's your name?
   1/2 of the children: My name is____.
   Repeat three times. Allow groups to exchange parts.

   The first child in the circle asks the next child around the circle.
   What's my name?
   Repeat #4 of each pattern.

5. Ask the child to repeat to teacher: the patterns reviewed.

FIRST GRADE

LESSON I

	Language	Enrichment Activity	Science	Social Studies
L U N C H	1:00 - 2:00 Repeat B of Language lesson	2:00 - 2:10 Continue listening to Tape 1 of pre-first	2:10 - 2:30 Book one Lesson I	3:00 - 3:20
				Music 3:20 - 3:30
			Social Studies 3:00 - 3:20 Present regulations	

LESSON II

	Language	Enrichment Activity		Numbers
R O L L C A L L	9:05 - 10:05 I. Specific Aim A. Review Lesson I. Continue to review lessons from the previous year. 1. Where do you live? I live at____. 2. Where does he live? He lives at____. 3. Where does she live? She lives at___. 4. Where do I live? You live at____. 5. Where do you live? I live at____. 6. Who's your neighbor? My neighbor is _____. 7. Who's my (his, her) neighbor? My (his,her) neighbor is_____. B. Procedure 1. Review Lesson I by asking each child to repeat around the circle asking each other: "What's your name?" Child answers: "My name is___." 2. Make two rows, one of girls and one of boys. a. Have first girl ask the boys: What's his name?	10:05 - 10:15 Listen to Tape II from Pre-First Review language lesson on tape.	H E A L T H C H O R E S	10:25 1:25 BOOK I Lesson 2

FIRST GRADE
LESSON II (Continued from Page 30)

Language	Enrichment Activity	Science	Numbers

Boys: His name is____.
b. Have first boy ask the
girls: What's her name?
Girls: Her name is_____.
Alternate 1 and 2.
c. Teacher asks one child to
come to the front of the room
with her. This child is "It".
Child: What's my name?
2nd Child: Your name is_____.

Continue until all the children have had a turn at being "It".

3. Using a large teacher constructed map, review:
1st child: Where do you live?
2nd child: I live at_____.
Continue all around the circle having each child point to where he lives.

4. Make two circles, one of boys and one of girls.
1st girl: (Pointing to another girl)
Where does she live?
All girls: She lives at_____.
Continue until all the girls have asked the question.

LESSON II Language	Enrichment Activity	Science	P H Y S I C A L E D U C A T I O N Social Studies
Continuation of B. Repeat pattern with all the boys in the circle.	Continue to listen to Tape II from Pre-First Grade.	Book One Lesson II	Book I Lesson II
L U N C H 5. One child is chosen and goes to the map. Another child asks: Where do I live? Child at Map: I live at_____. B. To Teach. Who lives here? Who's Mary's neighbor? Who's your neighbor? My neighbor is_____. Mary's neighbor is_____.			

LESSON II

	Language	Enrichment Activity	Science		Social Studies
	Continuation of B.	Continue to	Book	P	Book I
L		listen to Tape	One	H	Lesson II
U	Point to an area on the map	II from pre-	Lesson	Y	
N	where several children live	first.	II	S	
C	and ask: Who lives here?			I	
H	Children: Mary and Ellen live there.			C AL	EDUCATION
	Teacher expalins: Mary and Ellen are neighbors.				MUSIC
	Ask Mary: "Who is your neighbor?"				Continue to review songs from previous year.
	Mary: My neighbor is____.				
	Teacher: Who is her neighbor?				
	Children: Her neighbor is___. (Repeat 3 times).				
	First 1/2 of children: Who is her neighbor?				
	Second 1/2 of children: Her neighbor is_____.				
	Make two rows of children.				
	First row ask: "Who is her neighbor?" (Ask this of child in second row)				
	Second row asks: Her neighbor is____. (If there is no neighbor, the children say:) She doesn't have a neighbor.				
	(Repeat three times by groups when introduced. Continue until everyone has been asked.)				
	Teacher: Who is your neighbor?				
	Child: My neighbor is_____.				
	(Continue around circle. Children ask each other around circle.)				

LESSON III

	Language	Enrichment Activity	Numbers
R	Specific Aim: To Review: What's your		
O	name? My name is____.		Book I
L	his His		
L	What's her name? Her name is_____.		Lesson III
	your My		
C	I Your		
A	Where do you live? I live at_____.		
L	Where does she live? He lives at____.		
L	he She		
	Who lives here? _____ lives there.		
	his His		
	Who's your neighbor? My neighbor is____.		
	her Her		

LESSON III (Continued from page 32)

	Language	Enrichment Activity	Numbers
R	To teach: What's the name of our school?		
O	The name of our school is_____.		
L	I		
L	you		
	Where do we go to school?		
C	_____		
A	I		
L	you		
L	We go to school at_____?		
	_____		
	He		
	She goes to school at_____?		

II. Procedure:

A. Review

1. The children ask around the circle:
   What's your name?
   First child answers and asks the following:
2. Same procedure as A.
   First child: Where do you live?
   Second child: I live at_____.
   Where do you live?
3. Teacher chooses one child who asks:
   a. What's his name?
   Class: His name is_____.
   Where does he live?
   He lives at_____.
   Who's his neighbor?
   His neighbor is_____. OR/
   He doesn't have any neighbors.
   Continue until the "leaders" have asked about each child.

Review Tape I from pre-first.

LESSON III

Language	Enrichment Activity	Science
(Continued from above)		
B.	Continue listening to tape I.	Book I
1. Teacher: What's the name of our school?		Lesson 3
The name of our school is_____. (Repeat three times)		
2. First child in row to next: What's the name of our school? Second child: The name of our school is_____. What's the name of our school_____? (Continue around the circle.)		

LESSON III (Continued from page 33)

Language

3. Teacher: Where do you go to school?
(children repeat)
Children: We go to school at_____.
Repeat three times.
Teacher: Where does he go to school?
Children: He goes to school at_____.
Repeat 3 times.
Teacher: Where does she go to school?
Children: She goes to school at_____.
Repeat three times.
Teacher: Where do I go to school?
(Children repeat)
Children: You go to school at_____.
Repeat three times.

4. Going around the circle:

1st child: Where do you go to school?
2nd child: I go to school at_____.
Where do you go to school?

5. Groups of THREE.
1st child: What's the name of our school?
2nd child: The name of our school is_____.
3rd child: We go to school at_____.
Where do you go to school?
1st child: I go to school at_____.
Where does (He, she) go to school? ---
pointing to 3rd child
2nd child: (He, she) goes to school at_____.

Enrichment Activity

Continue listening to Tape I.

Science

Book I
Lesson III

Physical Education

Music

Continue to review songs from previous year.

LESSON IV

Language

R O L L C A L L

I. Specific Aim:
A. Review: Lessons I - IV.
B. To teach: Who's (my, your, his) teacher? (His, my, her, your) teacher is_____.
Who's the principal?
The principal is_____.
Who's the janitor?
The janitor is_____.
Who's the cook? --- The cook is_____.

Enrichment Activity

Review Tape II, Pre-first.

H E A L T H

Numbers

Book I
Lesson 4

CHORES

LESSON IV

Language	Enrichment Activity	Numbers

R O L L C A L L

II. Procedure:

A. Review: As in Lesson III including the new patterns in #5.

B. To teach:

1. Teacher: I'm (Miss, Mr., or Mrs.) _____. I'm your teacher.
   Teacher: Who's your teacher?
   Children: Who's your teacher?
   Repeat 3 times.
   Children: My teacher is _____.
   Teacher: My teacher is _____.
   Repeat 3 times.

2. Teacher: _____ is your principal.
   Children: _____ is your principal.
   Repeat 3 times.
   Teacher: Who's your principal?
   Children: Who's your principal?
   Repeat 3 times.
   Teacher: Our principal is _____.
   Children: Our principal is _____.
   Repeat 3 times.
   1/2 of children repeat, then other 1/2 repeat.
   Each child asks his neighbor all around the circle.

3. Teacher: _____ is the janitor.
   Children: Repeat 3 times.
   Teacher: Who's the janitor?
   Children: Who's the janitor?
   Children repeat 3 times.
   1/2 of children repeat, then other half of children repeat. Ask each other around the circle.

4. Teacher: The cook is _____.
   Children: The cook is _____.
   Repeat 3 times.
   Teacher: Who's the cook?
   Children: Who's the cook?
   Repeat 3 times. 1/2 of children repeat then other 1/2 repeat. Ask each other around the circle.

LESSON IV

	Language	Enrichment Activity	Science	Social Science
L U N C H	Lesson IV - morning. 5. Asking around circle: 1st child: Who's your teacher? 2nd child: My teacher is____. Go around the room. Do the same for each: Who's our principal? Our principal is____. Who's the janitor? The janitor is____. Who's the cook? The cook is.____.	Draw or paint large pictures of the workers. Paste on the bulletin board.	Lesson 4, Book I.	

LESSON V

R O L L C A L L		Enrichment Activity	H E A L T H C H O R E S	NUMBERS
	Specific Aim A. To review lesson I through IV. B. To teach: The teacher is in the room. The principal is in the office. The janitor is in his office. The cook is in the kitchen. The teacher is in our room. The principal's office is down the hall. The janitor office is across from the principal's office. The kitchen is in the middle of the school (or in the cafeteria or lunch room.) 1. The teacher shows the children a map of the school. Teacher: The principal is in the office. (points to the principal's office and shows the children a picture or drawing of the principal.) Where is the principal? Children: The principal is in the office.	Review tape V from the pre-first.		Book I Lesson V

LESSON V (Continued from page 36)

ROLL CALL

Enrichment Activity: Review tape V from the pre-first.

Teacher: Where's the principal?
1/2 of the class: The principal is in the office. The other 1/2 of the class answers.

Teacher: Where is the principal?
Children: The principal is in the office.
1st child asks his neighbor: "Where is the principal."
2nd child: The principal is in the office.
(Repeat around the circle until each child has had a chance.)

2. Teacher: Where is the teacher?
Children: The teacher is in the room.
Teacher: Where's the teacher?
1/2 of class: The teacher is in the room. Other 1/2 of the class repeat.

3. Teacher: Where is the janitor?
Children: The janitor is in his office.
Teacher: Where's the janitor?
1/2 of class: The janitor is in his office.
The other 1/2 of class repeat.
4. Teacher: Where's the cook?
Children: In the kitchen.
Repeat 3 times.

HEALTH CHORES

NUMBERS: Book I Lesson V

LESSON V

Language

Enrichment Activity

Science

Social Studies

LUNCH

B. (Continued from above)
5. The teacher is in our room.
6. The principal's office is down the hall.
7. The janitor's office is across the hall from the principal's office.
C. The kitchen is in the middle of the school. (or in the cafeteria or lunch room.)

5. Teacher: Where's the teacher?
Children: The teacher's in our room.
Repeat three times.
1/2 of class Where's the teacher?
other 1/2 The teacher is in our room.

PHYSICAL ED.

LESSON V (Continued from page 37)

Language	Enrichment Activity	Science	PHYSICAL ED.	Social Studies
LUNCH	6. Where is the principal's office? Children: The principal's office is down the hall. 7. Teacher: Where's the Janitor's office? Children: The janitor's office is across from the principal's office. Teacher: Where is the janitor's office. *2nd child:* The janitor's office is across the hall. Continue until every child has had his turn. 8. Teacher: Where is the kitchen? Children: The kitchen is in the middle of the school (or in the cafeteria). Teacher: Where is the kitchen. 1st child: The kitchen is in the cafeteria. 2nd child: Where is the kitchen? Continue until every child has had his turn.			

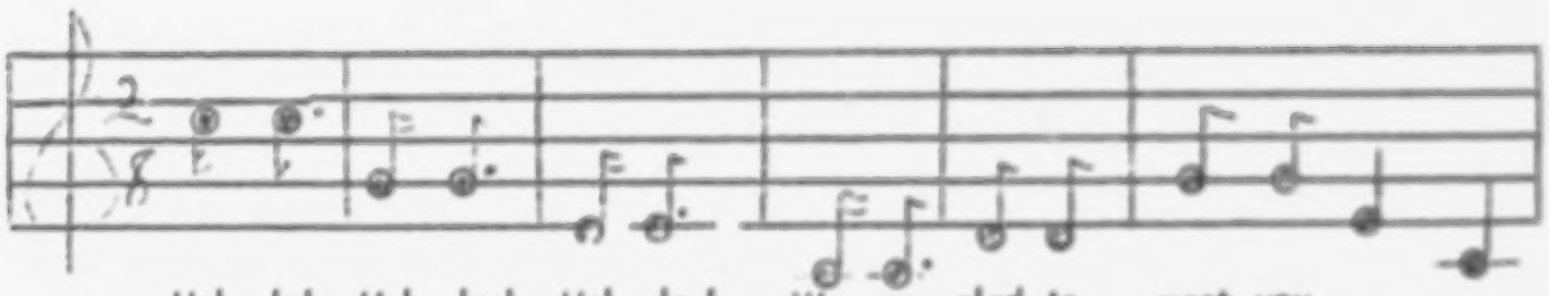
"LET'S GO FOR A WALK"

(Each line is said by the leader while patting his knees in rhythm. The echo must follow exactly in rhythmn, leaving "rest beats" where called for.)

LEADER	ECHO
Let's go for a walk	(Let's go for a walk)
Come on	(Come on)
Let's go	(Let's go)
I see a swan*	(I see a swan)
Can't go under*	(Can't go under)
Can't go around*	(Can't go around)
Have to go through	(Have to go through) (as if digging with fingers in rhythm)
	(Continue with echo as before.)
I see a river	
Can't go under*	
Can't go around*	
Let's swim over (swimming motion)	
I see a bridge	
Can't go under	
Can't go around	
Let's go over (stamping noise by slapping chest)	
I see a tree	
Can't go under	
Can't go through	
Let's climb up (snapping fingers in climbing motion)	
(No need to pat knees..keep free and dramatic)	
I see a cave	
There's a cave down there. (be sure the accent is on CAVE)	
Let's go down. (snap fingers climbing down)	
SAY ! (shading eyes)	
It's dark in here .	
I see something !	
It feels like a bear !	
It looks like a bear !	
It IS A BEAR !	
Let's run home ! (go back through motions in reverse)	

NOTE Underlined words are practice words especially for Spanish and some Indian language speakers, especially for short vowel sounds, "V" in river and over the "TH" in something.

GREETING SONG



CHOOSING GAME SONG

Pre-First

I see you, I see you, Tra, la, la, la, la, la, la, la;
I see you, I see you, Tra, la, la, la, la, la!
(add pt.)
You see me and I see you, Then you take me and I'll take you.
You see me and I see you, Then you take me and I'll take you.

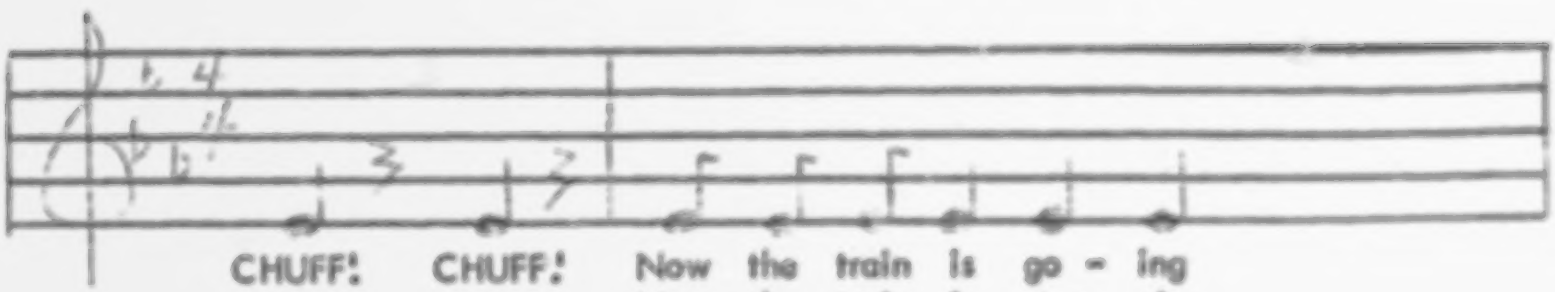
GREETING

(Merry Christmas can be used to replace Happy Birthday)

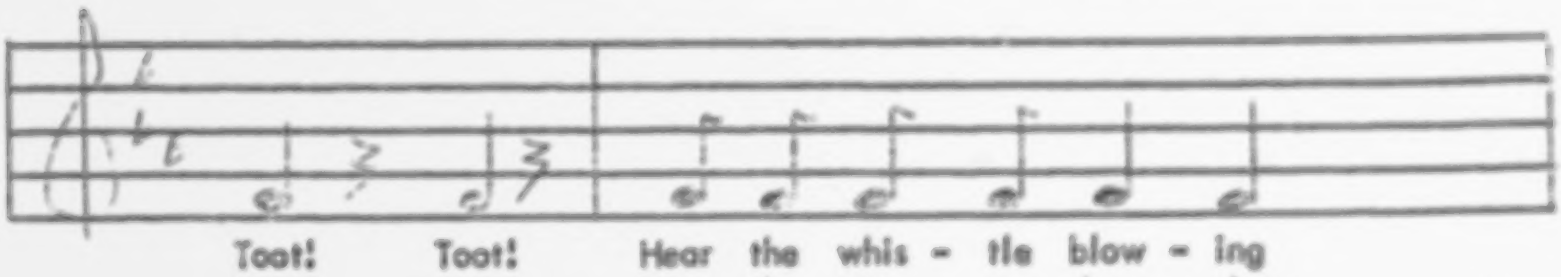
THE TRAIN

Special Instructions

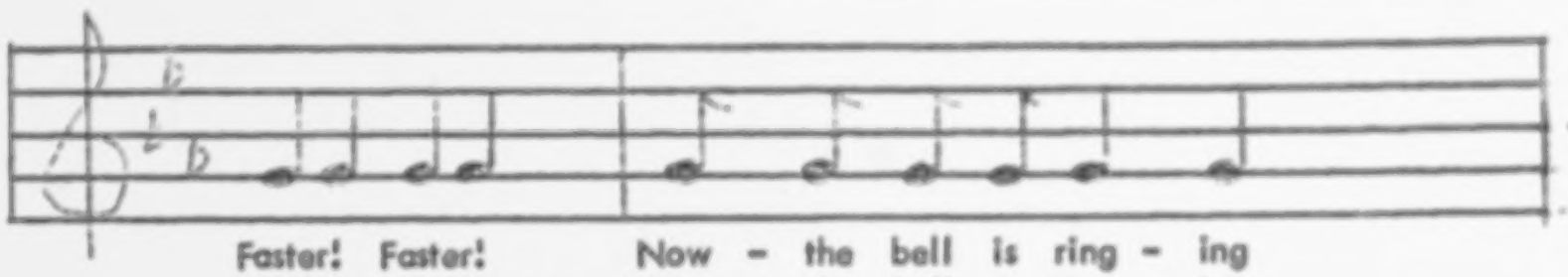
Increase speed on first verse - Slow to stop on second verse.



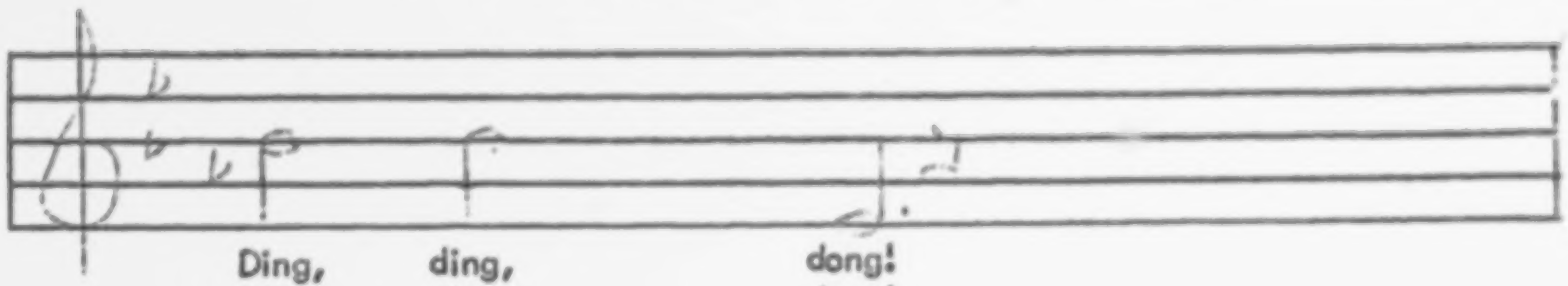
CHUFF! CHUFF! Now the train is go - ing
Now the train is stop- ping



Toot! Toot! Hear the whis - tle blow - ing
Toot! Toot! Now the gates - are drop - ping



Faster! Faster! Now - the bell is ring - ing
Slow - er! Slow - er! Hear - the bell a ting - ing



Ding, ding, dong!
Ding ding, dong!